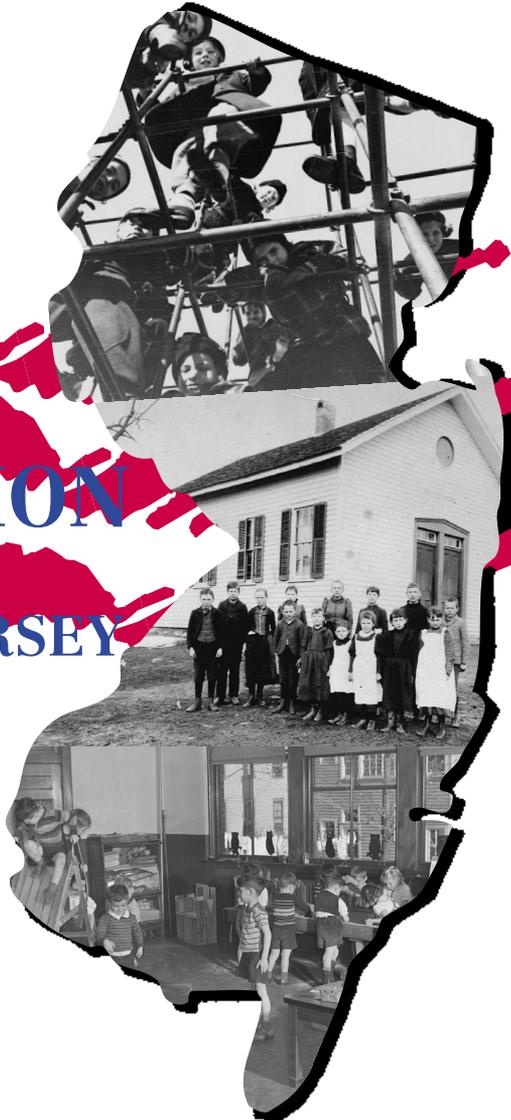


P
UBLIC
EDUCATION
in
NEW JERSEY



DONALD T. DIFRANCESCO
Acting Governor

VITO A. GAGLIARDI, SR.
Commissioner

NEW JERSEY DEPARTMENT OF EDUCATION

2001

Public Education
in New Jersey

Donald T. DiFrancesco
Acting Governor

Vito A. Gagliardi, Sr.
Commissioner of Education

Produced under the direction of
Office of Public Communications

Director
Janet Thompson

Author
Richard Vespucci
Office of Public Information

Graphic Design
Debbie Schnoll

New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625



MESSAGE FROM GOVERNOR

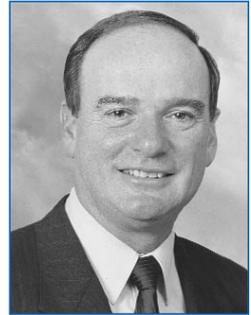
I am proud to be acting Governor during a time when many great things are happening in New Jersey. Our accomplishments in education are unique and are leading the way with unprecedented programs in critical areas such as school facilities, early childhood education, and serving the needs of our most disadvantaged students.

Under the leadership of Commissioner Vito A. Gagliardi, Sr., the Department of Education has compiled a document designed to provide general information about New Jersey's public schools.

I am committed to doing all I can to ensure that New Jersey continues to build upon its reputation of having safe and modern school facilities that foster a climate of innovation and excellence. I also want you to know that I am continuing to explore ways to ensure that New Jersey continues to maintain a supply of quality teachers and not fall victim to a teacher shortage that has frustrated other states in their quest for excellence in education.

Our classrooms are full of students from many different backgrounds who share the goal of a bright and productive future. Dr. Gagliardi and I invite you to learn more about our schools through *Public Education in New Jersey*.

Donald T. DiFrancesco
Acting Governor



MESSAGE FROM STATE BOARD PRESIDENT

The State Board of Education is a thirteen-member lay board appointed by the Governor that develops statewide policy for public education. Our decisions impact the state's 2500 schools serving over 1.3 million students from pre-school through twelfth grade. In 1994, the State Board of Education initiated a strategic planning process for education reform in our state and laid the foundation for that change in 1996 by adopting the Core Curriculum Content Standards.

Our task, as the State Board of Education, is to provide opportunities for all students to receive an education that will prepare them to be competitive in the international marketplace of the future. The State Board values public input and believes that parents, educators and taxpayers should be informed as the educational polices and programs that are important to New Jersey's citizens evolve.

On behalf of my colleagues on the State Board of Education, I am pleased to share this booklet. I also invite you to visit our website at www.state.nj.us/education/ for information about our state board public meetings, our proposed educational policies presented as administrative code and opportunities to participate through public comment and testimony.

Maud Dahme
President, State Board of Education





Photo courtesy of
Department of State
New Jersey State Archives



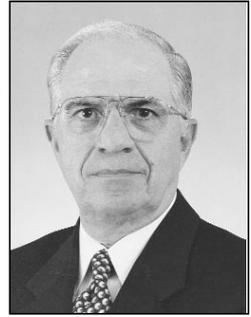
MESSAGE FROM COMMISSIONER GAGLIARDI

It is my pleasure to introduce you to *Public Education in New Jersey*. We at the Department of Education have produced this booklet to give you some general information about our public schools.

In it you will find historical background about our system of public education, as well as a discussion of how we are organized today to prepare all of our students to achieve at the highest levels.

I invite you to look over this document carefully. In addition, you can find greater detail by visiting our website: www.state.nj.us/education. There, you can access popular documents such as the *New Jersey School Report Card* and the *Comparative Spending Guide*. You can also access important reports, statistics, laws and regulations that govern education.

Whether you are planning to move to New Jersey or you already live here, we want your experience with our public schools to be positive and informative. Enjoy *Public Education in New Jersey*.



Vito A. Gagliardi, Sr.
Commissioner of Education

ABOUT THIS BOOKLET

More than 1.3 million students in grades pre-K through 12 attend public school each day in New Jersey. Educating our young people is the responsibility of more than 100,000 employees in 616 school districts. It is the state's constitutional responsibility to provide all students with a thorough and efficient education.

This booklet, *Public Education in New Jersey*, was prepared by the New Jersey Department of Education, Office of Public Information for the general public — especially for new residents of the state, parents of preschoolers and school-aged children, and students.

This booklet will introduce you to New Jersey's public education system. It describes the current size and scope of New Jersey schools and traces their development from the 17th and 18th centuries.

You will also learn about how the State Board of Education, the Commissioner of Education and the Department of Education work together with local school districts to fulfill the state's legal obligations to achieve specific educational goals.



Photo courtesy of
Department of State
New Jersey State Archives

Historical Background

Public schools in New Jersey are dedicated to providing all students with a free public education. The system we have today, however, is a far cry from its beginnings more than 300 years ago. Then, education was almost exclusively operated by religious institutions and was accessible to only a privileged few.

In the 1600s and 1700s, children whose parents could afford to pay tutors had the best chance of receiving an education. Or, children could attend schools sponsored by groups of parents who joined together to pay schoolmasters' salaries. If they were fortunate, some paupers, orphans and indentured children received free schooling from religious institutions or private sponsors. Girls, for the most part, did not attend school.

Teachers taught only reading, writing and mathematics, and education for most children ended at the elementary level. Only a few students from wealthy families went on to "grammar schools," the equivalent of today's high schools. If they graduated, such students might enroll in colleges where they would continue their education in classical studies or prepare for the ministry.

This concept worked for 200 years but began to break down in the early 1800s when local and religious schools became unable to serve the needs of an expanding population. Religious leaders increasingly gave their support to a system of public education.

In 1828, the state conducted a study to learn about the condition of education. According to the study:

- Many children were still unable to attend school;
- One in every five voters was unable to read or write; and
- State residents wanted a free public school system.



Historical Background

The study proved to be the impetus for various legislative measures over the next 50 years. During this period, laws were enacted to provide for state and local funds for the operation of schools; prohibit spending school funds for purposes other than education; permit local districts to appoint school superintendents; establish a state board of education and a state superintendent of public instruction with authority to enforce school law; and require schools to be free to all children aged 5 to 18.

In 1875, the New Jersey Constitution was amended to address the subject of educational opportunity. The Legislature reviewed recommendations of an 1873 constitutional commission.

One of the commission's proposals addressed state financing and maintenance of a public education system with emphasis on "rudimentary" education. The Legislature further enhanced the commission's recommendation in the 1875 constitutional amendment that stated:

The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all children in the state between the ages of five and eighteen years.

— *New Jersey Constitution, as amended effective
September 28, 1875*

During the 20th century, education in New Jersey continued to change and expand. Public school became free for everyone between ages 5 and 20, and education was made compulsory for all students between the ages of 6 and 16. Kindergartens, nursery schools and child-care centers became more common, and special classes and services were developed for gifted students as well as for those who were physically, mentally and emotionally handicapped.

The demand for secondary education grew, resulting in the creation of junior high schools and local and county vocational schools. Many school districts without high schools arranged to send pupils to neighboring districts, and legislation enabled small districts to merge financially in order to construct high schools and form regional districts.

Between the end of World War II in 1945 and the early 1970s, the state's population exploded. The need for more schools and teachers made dramatic demands on taxpayers. By the early 1970s, state aid to public schools had declined to 28 percent. This set the scene for a reorganization of education financing.

In 1972, New Jersey's system of financing public education was ruled unconstitutional by the State Supreme Court in *Robinson v. Cahill*, a lawsuit brought by a child and his parents against Governor William T. Cahill. The court also ruled that the system was preventing many of the state's children from receiving the educational opportunity guaranteed them under the state's constitution.

Three years later, the Public School Education Act of 1975 (Chapter 212) was enacted. This measure specified how the state should prepare all students to function successfully in society. The New Jersey Gross Income Tax of 1976 funded the new law.

Although school finance issues have dominated the education landscape, New Jersey embarked upon a significant series of other reforms in the 1980s. The reforms represented the state's response to a series of national reports that characterized the United States as a "nation at risk" and called for sweeping change.

Many of New Jersey's reforms enhanced the teaching profession, and a variety of state programs were introduced to recognize, reward and renew the state's pool of teachers and teacher candidates. Chief among them was the Provisional Teacher Program, or alternate route to certification. In this program, New Jersey became the first state in the nation to create a path whereby talented college graduates could become teachers without attending traditional teacher preparation programs. New Jersey's alternate route has enjoyed great success, serving as a model for programs in other states and having an international reputation.

Other reforms in the 1980s strengthened the state's responsibility to ensure that local school districts meet state and federal educational standards. In 1984, the state introduced a system of school monitoring in which schools are measured against criteria linked to state and federal laws and regulations. Districts meeting the standards are certified by the state; districts failing to meet the standards must create and implement a plan to correct their deficiencies.

In the 1990s, two major public consensus building initiatives resulted in the adoption of the Core Curriculum Content Standards and passage by the Legislature of a new school funding law, the Comprehensive Educational Improvement and Financing Act. These two measures, taken together, define a thorough and efficient education.

A series of decisions by the State Supreme Court also concluded a long-standing legal case over equity in school funding. The case, *Abbott v. Burke*, challenged the funding formula. The court declared the fund-

ing formula unconstitutional and identified the school districts represented in the suit as having special needs for school programs and school facilities.

As a result of the case, a new funding formula was adopted that ensures that the most disadvantaged district in the state can spend at the same rate as the most affluent districts. In addition, new programs were put in place to promote early childhood education, new school facilities and school-based reform based on successful models of instruction.

The 1990s also saw the advent of charter schools. The first charter schools, which opened in 1997, are public schools operated by a private, non-profit board of trustees. Charter schools provide students and their families with another choice in their selection of schools. The state has also begun a pilot project of interdistrict public school choice to allow students an opportunity for a free public school education in a school district other than their district of residence.

The need for safe and modern school facilities for all students led to the adoption of the Educational Facilities Construction and Financing Act in July 2000. The act appropriates \$8.6 billion — \$6 billion for required construction projects in the 30 Abbott school districts, \$2.5 billion for non-Abbott districts, and \$100 million to offset the cost of construction projects in the county vocational schools.

New Jersey Education Today

Education in New Jersey is governed by the Legislature, the New Jersey State Board of Education and the Commissioner of Education.

New Jersey's schools must be in session for at least 180 days. School attendance is compulsory between the ages of 6 and 16; however, a child who will be five years old during the current school year may attend kindergarten based on a cut-off date established by local boards of education. Public schools must accept resident students older than five and younger than 20 who seek enrollment. Enrollment requirements include legal proof of age (preferably a birth certificate), a tuberculin test, and immunizations for polio, rubella and DPT. Local school boards may have additional enrollment requirements.

Transfer students should contact the local chief school administrator (superintendent) for registration information. In general, school authorities will send for transcripts of the student's cumulative records from the previous school attended, but transfer policies vary from district-to-district.

High schools offer general, college preparatory and business courses. Vocational programs at some high schools and at all 21 county vocational schools offer specialized instruction designed to prepare students for careers after they graduate. All students must meet the state's academic standards as described in the Core Curriculum Content Standards. The standards are statements of expectation of what all students should know and be able to do by the time they graduate from high school. State regulations geared to the standards contain minimum high school graduation requirements, which prescribe specific credit hours to be completed in the following areas: language arts literacy, science, math, social stud-

ies, comprehensive health and physical education, and visual, performing or practical arts. Career exploration is woven into the curriculum and local districts can add elective courses.

Student progress to meet the Core Curriculum Content Standards is measured by three state tests: the Elementary School Proficiency Assessment (ESPA); the Grade Eight Proficiency Assessment (GEPA) and the High School Proficiency Assessment (HSPA). Students must pass all sections of the HSPA in order to receive a state-endorsed diploma. Students who cannot meet the testing requirement may be eligible for a Special Review Assessment (SRA), which allows for examples of student work to be considered in place of an exam to determine whether a student has met the academic requirements for a high school diploma.

Textbooks are selected by the local districts and issued free to elementary and secondary students. Transportation is a responsibility of the district board of education and is mandated for students in grades K-8 living more than two miles from the school and for students in grades 9-12 living more than 2.5 miles from school.

Students are entitled to a free public education in the communities in which they live. Parents who desire to enroll their students in a district other than their district of legal residence can do so only with the approval of the school district that will receive the student. The receiving district has the right to deny enrollment and may charge a rate of tuition established by the board of education.

New Jersey is currently piloting an Interdistrict Public School Choice Program. In the pilot, some students are attending public school in other districts at no charge. New Jersey school law allows for the creation of charter schools, which gives students and their parents additional options in deciding on what school(s) to attend.

Roles and Responsibilities of Local School Districts

Although the New Jersey Constitution clearly identifies education as a state responsibility, the state delegates many responsibilities to more than 600 local school districts. Subject to applicable provisions of state law and standards of the State Department of Education, district school boards have control of public elementary and secondary schools. Local school boards set policy for the operations of public schools under the laws created by the Legislature and the regulations established by the State Board of Education and Commissioner of Education.

While the state establishes the broad parameters within which school districts must operate, local school boards set many of the policies and procedures that most directly affect district students and staff. In such matters, local boards are authorized to make their own determinations without monitoring or interference from the state.

Some of the areas that fall within a local board's discretionary authority include:

- Conduct of Board Meetings — Procedural rules, regulation of public speaking, taping by board members or public.
- Operational Matters — School calendar, length of school day and school year beyond statutory/regulatory minimums, class size (other than kindergarten), classroom visitation by parents and public, designation of bus routes, provision of busing for reasons other than remoteness, attendance at school by out-of-district students, length and scheduling of student lunch periods, notification of parents in the event of an emergency or early dismissal, decisions related to building temperature or inclement weather.



Roles and Responsibilities of Local School Districts

- Educational Programs and Standards — Curriculum (other than state-mandated courses), textbook selection, method of providing for gifted students, grading, promotion and retention standards, graduation requirements (over and above state requirements), amount and type of homework, provision of summer school, and provision and access to extracurricular activities.
- Student Matters — Dress code, codes of student conduct, discipline policies, grade placement, assignment to particular classes and schools, tracking / ability grouping, absenteeism policies, withholding of credit, cut-off date for admission to kindergarten and first grade, distribution of report cards, scheduling of conferences, leaving of premises during lunch hour.
- Staffing Matters — Hiring, compensation, specific duties within the scope of professional certification, standards of appropriate behavior, discipline, termination, pupil-to-staff ratios for classes (except kindergarten), field trips, nursing services, cafeteria and playground and parent complaints.

Local board of education members are not paid to serve. They must be United States citizens, residents of their school districts for at least one year immediately preceding their election or appointment to the board, and registered to vote in their districts. Local school boards must meet at least once every two months when school is in session.

School board members and local school administrators must act in accordance with the School Ethics Act, a law that provides specific standards of ethical conduct for school officials to follow. The law also resulted in the creation of a School Ethics Commission to enforce the standards of conduct.

The state balances its delegation of authority to local districts by putting in place accountability standards for student and school performance. Many of these are found in the 31 monitoring standards against which each school district is measured. Since July 1, 1995, these standards must be met at the school building level. Ongoing oversight of day-to-day operations is conducted by the county superintendents of schools (See Department of Education section).

In addition, school districts are required by law to supply accurate data to the state that are published annually in a School Report Card. These report cards are intended to give interested citizens a brief statistical view of individual schools in the following areas: school finance, school staff, student behavior, and student achievement.

Roles and Responsibilities of Local School Districts

Controversies or disputes from the state school laws can be brought before the Commissioner of Education for a legal determination. However, local board decisions cannot be voided by the Commissioner unless, upon adjudication, they are found to be in violation of law. The Commissioner cannot substitute his or her judgment for that of the local board.



Photo courtesy of
Department of State
New Jersey State Archives

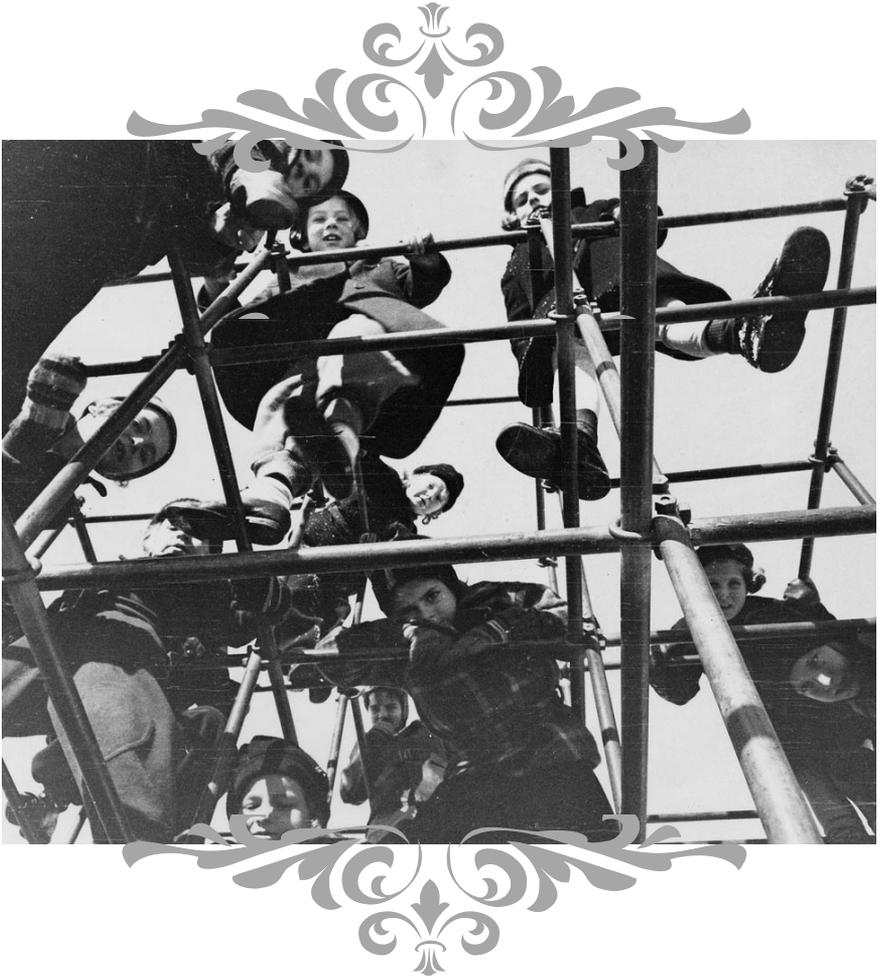


Photo courtesy of
Department of State
New Jersey State Archives

Current Issues

In the last 25 years, educators have found themselves confronted with issues that previously were unknown or required minimal attention. For example, a growing awareness and concern over environmental hazards has left a distinct impact on schools, particularly in the selection of school sites, renovation or relocation of schools to avoid hazards, and the selection of materials for new school construction.

The proliferation of an emerging technology built around personal computers has demanded that schools introduce and expand technology to enhance learning in the classroom and to use it more and more to manage their operations. Changes in the family structure marked by dramatic increases in one-parent and blended families and more women in the work force have caused many local school leaders to intensify their levels of student support services by increasing counseling and providing other supports.

Schools are also seeking innovative and successful ways to accommodate special populations, such as special education students, bilingual students, homeless students and students who attend school in communities with low socioeconomic status.

Although all of these issues are important and cannot be overlooked in local school improvement, the state recently completed two ambitious efforts that provide clear answers to questions raised 125 years ago when the Legislature amended the New Jersey Constitution:

What are the elements of schooling that are essential to providing a “thorough and efficient” education and therefore, are those for which funding must be guaranteed in all school districts throughout the state? and
What should students know and be able to do by the end of three benchmark grades (4, 8, and 12)?

In 1996, the State Board of Education defined a “thorough” education for all children when it adopted the Core Curriculum Content Standards. A targeted, “efficient” system of financing educational facilities is embodied in the Comprehensive Educational Improvement and Financing Act. Educators on all levels are working to implement the standards and the funding law to ensure that all students receive a world-class education.

New Jersey has been fortunate to ward off a critical teacher shortage that has gripped much of the nation in recent years. But recently, reports from the field indicate that new areas of teacher shortages such as math, science and world languages are joining perennial hard-to-fill vacancies in special education and bilingual / English as a Second Language. New Jersey may lose up to one-third (nearly 35,000 teachers) to retirement alone in the next decade.

To help ensure that New Jersey maintains an adequate supply of talented teachers, the state has created an initiative designed to attract new teachers to New Jersey and to link school boards and teacher candidates in critical areas such as world languages and preschool. The Department of Education has also launched *NJ HIRE*, an electronic hiring hall that uses the internet to help teacher candidates and schools find each other.

While accomplishing this, the state is trying to strike a balance between increasing the quality of teachers as well as the quantity of teacher candidates. Reforms in recent years require teachers to complete 100 hours of continuing education every five years and require teachers new to the profession to come to the job with a 2.75 college grade point average.

The state is also beginning to provide greater incentives for new teachers. For example, new preschool teachers who accept positions in the 30 Abbott districts will receive incentives that will include a laptop computer and forgiveness of student loans.

Another statewide issue of concern is the condition of New Jersey’s public school buildings. In addition to having outdated and deteriorating buildings in its cities, New Jersey counts many buildings in the suburbs that have grown too old, are inadequate to serve a rising enrollment or have fallen into disrepair. The Legislature passed the Educational Facilities Construction and Financing Act in 2000 to address the building needs of districts, which in return for increased funding must plan systematically their construction needs in five-year intervals.

The State Board of Education/ Commissioner of Education

THE STATE BOARD

Appointed by the Governor with the advice and consent of the New Jersey State Senate, State Board of Education members serve for six-year terms without compensation. The board is composed of 13 members. By law, at least three members of the board must be women; no two members may be appointed from the same county.

State law provides that the general supervision and control of public education in New Jersey, excluding higher education but including the State Department of Education, “shall be vested in the state board, which shall formulate plans and make recommendations for the unified, continuous and efficient development of public education...of people of all ages within the state.”

The State Board approves educational policies proposed by the Commissioner, confirms his or her appointees, and hears appeals of the Commissioner’s decisions on disputes arising from school law. Board members make the rules for carrying out state education law, as well as rules for the supervision and control of the state’s public schools.

The State Board usually meets on the first Wednesday of each month. Proposed rules for education in the state are published in the *New Jersey Register*. Written comments on proposed rules are accepted for 30 days following publication in the *Register* and may be sent to the State Board Office, Division of Information, Management and Financial Services, Department of Education.

The public is invited to submit comment on items placed on the

board's agenda. The State Board Office provides copies of the agenda and other necessary information, and can be contacted at 609-292-0739.

THE COMMISSIONER

The Commissioner of Education is the chief executive school officer of New Jersey and supervises all public schools. He or she is also a member of the Governor's cabinet, appointed by the Governor with the advice and consent of the State Senate. As education leader of the state, the Commissioner recommends legislative initiatives and changes, suggests rules and regulations for state board consideration, produces educational research, and serves as liaison between the local school districts and the federal government.

State law grants the Commissioner a broad range of powers and responsibilities, such as deciding legal controversies and disputes that arise under school law or state board regulations. The Commissioner's decisions have the force of law.

The Commissioner also:

- Serves as secretary to the State Board of Education;
- Apportions state aid to local school districts;
- Administers regulations for classifying handicapped children;
- Conducts statewide tests;
- Reviews educational programs outlined in a school district's proposed budget and has the authority to withhold increases in state aid; and
- Ensures that local districts adhere to all legal and state board requirements relating to school district operation.

The Commissioner recommends appointments to and serves as chairman of the New Jersey State Board of Examiners, a 14-member group of educators that issues, suspends or revokes state certificates for elementary and secondary teachers and other school professionals. The board also determines whether alternative experiences meet course of study requirements for certification and recommends certification standards and requirements to the State Board of Education.

State Board of Education Officers and Members

Maud Dahme, President

Maud Dahme of Annandale, Hunterdon County, has served on the State Board since 1983. She is former president of the National Association of State Boards of Education, a former member of the North Hunterdon Regional High School board of Education and former president and vice president of the Hunterdon County School Boards Association.

Ronald K. Butcher, Vice President

Ronald K. Butcher of Pitman, Gloucester County, is an administrator for the College of Education, Rowan University. He is president and CEO of Ronald K. Butcher & Associates, Inc., a consulting corporation. He holds a Ph.D. in educational administration and supervision from the University of Michigan.

Donald C. Addison, Jr.

Donald C. Addison, Jr., of Trenton, Mercer County, is division chief of the Mercer County Office of Economic Opportunity and Affirmative Action. He is a church deacon at Union Baptist Church, a commissioner of the Trenton Housing Authority, a member of the board of directors or the Trenton YMCA and a volunteer for Mercer County Big Brothers and Sisters.

Jean Alexander

Jean Alexander, of Absecon, Atlantic County, is the equal opportunity officer for Caesar's Atlantic City. She has held positions in state government where she has managed and investigated civil rights issues. She has completed post-graduate studies in human resources, management, managing cultural, diversity, and the Certified Public Manager program offered by the New Jersey Department of Personnel.

Margaret F. Bartlett

Margaret F. Bartlett of Pine Beach, Ocean County, is a retired assistant superintendent of schools from the Toms River Regional Schools. She is a former curriculum coordinator and supervisor of instruction from Toms River Regional. She taught school at the elementary, intermediate and high school levels in New Jersey, New York and Wisconsin.

S. David Brandt

S. David Brandt of Cherry Hill, Camden County, is an attorney with the firm of Brandt, Haughey, Penberthy, Lewis, and Hyland, of Moorestown. He was president of the State Board of Education from 1981-85; founder, initial chairman of the board and director of the Sterling Bank in Mt. Laurel; and former director of the United Way in Camden County.

Anne S. Dillman

Anne S. Dillman of Perth Amboy, Middlesex County, served as president of the State Board of Education from 1992-96. She is a 1994 recipient of the Distinguished Service Award from the National Association of State Boards of Education. She is a past president of the Middlesex County School Boards Association and the Perth Amboy Board of Education.

Orlando Edreira

Orlando Edreira of Elizabeth, Union County, is professor and director of the Spanish Speaking Program at Kean University. He earned his doctorate in Spanish and Portuguese Literature from Columbia University. He also holds law degrees from the University of Santo Domingo and the Havana School of Law.

Arnold Hyndman

Arnold Hyndman of Belvidere, Warren County, has been the dean of Livingston College at Rutgers University since 1994. He has been a professor of cell and neurobiology at Rutgers. He is a former member and a former vice president of the Warren County Community College Board of Trustees.

Thomas McGough

Thomas McGough of Florham Park, Morris County, is a certified public accountant. He is a former administrator for the Beneficial Corporation, where he served in several senior positions, including senior vice president of human resources and administration, senior vice president of finance and treasurer and senior vice president controller.

Daniel J. P. Moroney

Daniel J.P. Moroney of Cedar Grove, Essex County, owns two restaurants and a shopping center. He is a former member of the Department of Education's Grants Management Committee and has been involved in local municipal and educational activities. He holds a degree in mechanical engineering from the Pratt Institute.

Samuel J. Podeitz

Samuel J. Podietz of Lumberton Township, Burlington County, is an accredited veterans service officer for Burlington County. He is a former mayor and member of the governing body of Lumberton. He is also a former member of the school boards for Burlington County Institute of Technology, Rancocas Valley Regional, and Lumberton Township.

Roberta H. Van Anda

Roberta H. Van Anda of Rumson, Monmouth County, is editor of the *Rumson Borough Bulletin*. She is a past president of the Monmouth County School Boards Association and a former member of the Rumson Board of Education and the Rumson-Fair Haven Regional High School Board of Education. She serves as secretary to the Rumson Historical Society.

Commissioners of Education

New Jersey has had 25 Commissioners of Education since 1846 when the State Legislature created the office of State Superintendent of Public Schools. That title was used to describe the state's chief school officer until legislation in 1911 recreated the office with the title of Commissioner of Education.

This section consists of a biography of the current Commissioner of Education and biographical highlights of past commissioners.

Commissioner of Education Vito A. Gagliardi, Sr. 2001 –

Dr. Vito A. Gagliardi, Sr. was born in Jersey City and attended the schools there until his family moved to Linden. After graduating from Linden High School, he served in the United States Marine Corps. He earned a bachelor's degree in education and a master's degree in administration from Kean University. He earned a doctorate in educational administration and supervision from Rutgers University.

Dr. Gagliardi began his career as a teacher in the Westfield Public Schools. From there, he became principal of the Sharon Elementary School in Washington Township, Mercer County. Three years later, he was appointed the district's superintendent of schools.

He joined the Department of Education in 1981 as director of the School Executive Academy, created by the Department of Education to offer professional development opportunities to educators. From 1982

to 1983, he served as an acting assistant deputy commissioner of education. From 1983 to 1991, he was the Union County superintendent of schools. He was superintendent of Union County Vocational-Technical Schools from 1991-94.

From 1994 to 1997, Dr. Gagliardi was an education policy advisor to Senate President Donald T. DiFrancesco. From 1997-2000, Dr. Gagliardi, as a special assistant to the Commissioner of Education, led a task force that examined the finances, governance and operation of New Jersey's special needs (Abbott) districts.

Commissioners of Education Biographical Highlights



David C. Hespe 1999-2001

David Hespe was born and raised in Park Ridge, New Jersey. He is a graduate of Rutgers College and Rutgers-Newark School of Law.

Upon graduation, Hespe served as a law clerk in the New Jersey Superior Court, Mercer County, and then entered the private practice of law. He left private practice in 1989 to work for the Office of Legislative Services, the nonpartisan arm of the State Legislature, as associate counsel in the education section. He became the Governor's Assistant Counsel for education and higher education issues in February 1994.

The State Board of Education appointed Hespe to assistant commissioner, Division of Executive Services, in May 1997. In March 1998, he was appointed First Assistant Attorney General. He returned to education as Commissioner in April 1999.



Leo Klagholz 1994-1999

Dr. Leo Klagholz was born in Pennsylvania and attended local schools. He graduated from LaSalle College in Philadelphia with a bachelor's degree in psychology. He later earned a master's degree in education and a doctorate in curriculum instruction from The Catholic

University of America, Washington, DC.

He began his career as a teacher in St. Joseph's School, Camden. From there he became acting director and assistant director for the Curriculum Development Center at The Catholic University of America. He later served for one year as elementary principal of St. John the Baptist School in Silver Spring, Maryland.

Dr. Klagholz came to New Jersey as an assistant professor of education and later as assistant dean of the School of Education for Trenton State College. He then joined the Department of Higher Education as assistant director for academic affairs.

At the Department of Education, Dr. Klagholz served first as director of the Division of Teacher Preparation and Certification and later as assistant commissioner for the Division of Academic Programs and Standards.

**Mary Lee Fitzgerald**
1993

Dr. Mary Lee Fitzgerald was born in St. Louis and was educated in the public schools in Arizona and California. She received her bachelor of arts degree from the University of Arizona. She earned her master's degree from the University of Colorado and her doctorate from the Graduate School of Education at Rutgers University. She also attended the University of Southern California, the Princeton Theological Seminary and Stanford University.

She began her career in education as a teacher in the Eagle Valley Schools, Eagle, Colorado. From there, she accepted a teaching position in Topeka, Kansas. She came to New Jersey in 1967 to teach in the East Windsor Regional Public Schools. She left New Jersey to serve as an assistant superintendent in the Norwalk Public Schools, Norwalk, Connecticut and in the Paradise Valley School District Number 69 in Phoenix, Arizona. She returned to New Jersey as superintendent of the Montclair Public Schools.

Dr. Fitzgerald is the first woman to serve as New Jersey Commissioner of Education.



John Ellis 1990-1992

Dr. John Ellis was born in Ohio and attended local public schools. He earned his bachelor's degree from Bowling Green University, his master's from Case Western Reserve University and his doctorate from Harvard University.

He began his career as a classroom teacher and later as a school principal in Lorain, Ohio before beginning his doctoral studies. While at Harvard (1961-62), he conducted a study of the Boston Public Schools.

He returned to Ohio as assistant superintendent of instruction and superintendent of schools in Massillon. He later was school superintendent in Lakewood and Columbus before leaving the state to become Executive Deputy Commissioner for Educational Programs for the United States Office of Education. He was superintendent of Austin, Texas Public Schools for 10 years before coming to New Jersey as Commissioner of Education.



Saul Cooperman 1982-1990

Dr. Saul Cooperman was born in Newark, New Jersey and was educated in the West Orange Public Schools. He received a bachelor of science degree from Lafayette College, and his master's and doctorate from the Graduate School of Education, Rutgers University.

He began his career in education as a teacher in the North Plainfield Public Schools. From there he was appointed vice-principal of Belvidere High School, Belvidere, New Jersey. He became principal of the school before leaving the district to become superintendent of the Montgomery Township Public Schools. After serving five years, he was appointed superintendent of schools in Madison.

Fred G. Burke
1974-1982

Dr. Fred G. Burke was born and raised in New York State. He served in the Air Force before earning his bachelor's degree from Williams College. He earned his master's degree from Princeton University and attended Nuffield College, Oxford, before returning to Princeton for his doctorate.

He began his career teaching political science at Ohio Wesleyan University and Syracuse University. He later was dean of international studies at the State University of New York at Buffalo. From there, he was appointed Commissioner of Education in Rhode Island, a position he held for three years before coming to New Jersey as its education commissioner.

Edward W. Kilpatrick
(Acting)
1973

Edward W. Kilpatrick was born in Hackettstown and attended local schools. He graduated from Lafayette College and later studied at New York University and Columbia University.

Kilpatrick was a career employee of the Department of Education with 41 years of service. He began his career as an accountant, a position he held for 19 years. He later was named director of the department's Business Service. He served for 12 years as assistant commissioner for Finance before his appointment as Acting Commissioner.

Dr. Carl L. Marburger
1967-1973

Dr. Carl L. Marburger was born in Detroit and attended the local public schools. He graduated from Wayne State University in Michigan where he earned his bachelor's master's and doctorate degrees.

He began his career in military service in the Army, serving in World War II and rising to rank of first lieutenant. Following the war, he was an elementary science teacher in Detroit. He left education from 1950 to 1952 to serve in the Korean War and returned to Detroit. There, he served in a series of staff and administrative positions.

In a special assignment for the U.S. Office of Education and the Office of Economic Opportunity, Dr. Marburger served as director of the Task Force on Disadvantaged Youth. While serving in that capacity, he helped develop the guidelines for education for the Economic Opportunity Act of 1964 and helped create federal programs such as Project Head Start.

After a brief return to Detroit as executive administrative assistant for special projects and assistant superintendent for special projects, he joined the Bureau of Indian Affairs of the U.S. Department of the Interior as assistant commissioner for education. In September 1967, he was named by President Lyndon Johnson to serve on the National Advisory Council on Education Professions Development, a panel formed to advise the government on improving the quality of teaching and meeting critical shortages of trained educators.

Dr. Joseph E. Clayton
(Acting)
1966-1967

Dr. Joseph E. Clayton earned his bachelor's degree from Rutgers University, his master's from Teachers College, Columbia University and doctorate degrees from Trenton State College and Monmouth College.

He began his career in education as a teacher at Manasquan High School. He then accepted the position of principal of Point Pleasant Beach High School. From there, he went to Matawan to serve as super-

vising principal of schools and then back to Manasquan as supervising principal of schools.

He joined the Department of Education first as Monmouth County Superintendent of Schools. Later, he was named director of the Bureau of School Building Services. He was then appointed assistant commissioner for the Division of Controversies and Disputes, and later as deputy commissioner of education. He served as Acting Commissioner from August 8, 1966 to July 5, 1967.

Dr. Clayton served on the Board of Trustees of Monmouth College and directed the completion of a statewide school facilities survey in 1953.

Dr. Frederick M. Raubinger
1952-1966

Dr. Frederick M. Raubinger was born in Aurora, Missouri and attended local public schools. He earned his bachelor's degree from the Southwest Missouri State College and his master's and doctorate from Teachers College, Columbia University.

He began his career in education as a high school teacher of English and journalism in Springfield, Missouri. Four years later, he moved to New Jersey and taught English at the Hillside School in Montclair. He later became vice-principal of the Glenfield School in Montclair.

In 1940, he organized the Passaic Valley Regional High School and was supervising principal of the district for six years. He left to become superintendent of schools in Ridgewood, a position he held until his appointment as Commissioner of Education. He was originally selected by Governor Driscoll and subsequently reappointed to five-year terms by governors Meyner and Hughes.

In 1962, Commissioner Raubinger received the Annual Distinguished Service Award for educational leadership from the New Jersey Education Association. In the same year, the New Jersey Secondary School Principals awarded him a certificate of merit for his outstanding contribution to education.



John H. Bosshart
1943-1952

John H. Bosshart was born in Rochester, New York. He attended the public schools of Clifton Springs, New York, and later went on to Cornell University from which he received his bachelor's degree.

He began his career in education as assistant principal of a school in Shortsville, New York. The following year, he was named the school's principal and held that post for three years. After that, he became a county superintendent of schools and later was named principal of an elementary school in Rochester, New York. For the next five years, he also worked in the evening schools as a teacher and principal.

He first came to New Jersey in 1911 as principal of an elementary school in East Orange. Two years later, he was appointed principal of the Classical and High School at Salem, Massachusetts. He returned to New Jersey as principal of Columbia High School, South Orange / Maplewood. In 1927, he was appointed supervising principal of the South-Orange Maplewood Public Schools, a position he held until he was appointed Commissioner.

In 1948, Bosshart served as president of the National Council of Chief State School Officers.



Charles H. Elliott
1927-1943

Dr. Charles H. Elliott was born in Normal, Illinois and attended elementary and high school in the Illinois public schools. He earned his bachelor's degree from McKendree College, and his master's and doctorate degrees from Columbia University. While at Columbia, he was University Fellow in Education.

He served as a teacher, principal and superintendent in the public schools and as an instructor in the normal schools before he entered the field of higher education. He was professor of education and director of the training school at North Carolina State College. He came to New Jersey in 1915 as professor of education. He later served as head of the Department of Education at Rutgers and later as dean of its School of

Education. He also directed the summer session and extension courses during his time at Rutgers.

Dr. Elliott studied educational systems in various parts of the United States and visited England, Germany and Czechoslovakia to study the organization of their school systems.

John H. Logan
1925-1927

John H. Logan was born in Pike County, Alabama and attended Mercer Preparatory School and Mercer University, both in Macon, Georgia. He left Georgia to study law for one year, and later graduated from Union Theological Seminary, New York. His academic interest turned to philosophy, which he studied for one year at the Graduate School of Columbia University and for one year at the Graduate School of Chicago University.

From there, he left the United States for Europe, where he studied history and political science in Italy and in the universities of Marburg and Berlin, in Germany. He returned to the United States to teach history and modern languages at Colgate University. He came to New Jersey in 1910 as a history and political science professor at Rutgers University.

Logan organized and managed civil relief work of the American Red Cross in New Brunswick at the outbreak of World War I. He also served as assistant director of the Red Cross at Camp Upton and Camp Dix.

Throughout his career, Logan frequently visited France, England and Germany to study their school systems. In the United States, he served on several local boards of education.



John Enright
1921-1925

John Enright was born in Colts Neck and began his education in the local school. He received his bachelor's degree from Trenton State Normal School.

He began his career in education as the teacher of a one-room school. He served as a county schools superintendent for 21 years; a teacher and principal in a high school for 20 years; and assistant commissioner of education in charge of controversies and disputes that arise out of school law. He was also in charge of school bonding proceedings.

In the early part of his career, Enright studied law and attended lectures in the Law School of Columbia College. For several years he collaborated in scientific research with Dr. Samuel Lockwood, Monmouth County Superintendent of Schools.

He wrote a civics textbook called *New Jersey Government*, as well as a history of education of Monmouth County. Enright was a former president of the State Teachers' Association and president of the New Jersey Council of Education. He organized the Teachers' Pension and Annuity Fund under a law enacted in April 1919.



Calvin N. Kendall
1911-1921

Calvin N. Kendall was born in Augusta, New York. He graduated from Hamilton College with an A.B. degree and subsequently received honorary degrees from Yale, the University of Michigan, New York University, Rutgers and Hamilton College.

Kendall's career in education began with a teaching position in the rural schools of New York State. He relocated to Michigan, where he served as principal of Jackson High School in Jackson. He later was named the district's superintendent of schools. From there, he became superintendent of schools in Saginaw, Michigan. He moved to Connecticut to serve as superintendent of the New Haven Schools.

From there, he became superintendent of schools in Indiana and a member of the Indiana State Board of Education.

In the spring of 1911, Kendall was one of three members of a commission appointed by the United States Commissioner of Education to investigate and report on the Baltimore schools.

Charles J. Baxter
1896-1911

Charles J. Baxter was born in Glenwood, Sussex County. He attended the local school until he was 12 years old, and then went to work on his father's farm, continuing his studies by himself and with the help of an uncle who had graduated from Lafayette College.

He began his career in education at the age of 18 as a teacher in Frankfort Plains, New Jersey. After holding several different teaching jobs for 12 years, he was appointed principal of the Franklin Furnace District School. During his tenure, the school was converted into a high school, and he continued as superintendent.

He moved to Plainfield and left education briefly to work with the Provident Life and Trust Company before he was appointed Commissioner.

Addison B. Poland
1892-1896

Dr. Addison B. Poland was born in Winchendon, Massachusetts. His boyhood was divided between attending the local village school and working on the family farm. He attended Wilbraham Academy in preparation for college and at the age of 17 was admitted to Wesleyan University in Connecticut. He later earned his master's degree from Wesleyan University and his doctorate from the University of the City of New York.

From college he was named principal of Ashburnham, Massachusetts High School. He left there to become principal of Salisbury, Massachusetts High School.

Dr. Poland left education for a year to study law, but returned to accept the principalship of the Day Street Grammar School in Fitchburg, Massachusetts.

He left Massachusetts for a high school principalship in Ilion, New York and he subsequently moved to Jersey City where he was first named principal of Jersey City High School and later, district superintendent.

Dr. Poland was editor of the *Educational Review*, which was described as a leading publication on education in the United States. He was a member of the New Jersey Council of Education and was a former president of the State Teachers' Association.



Charles W. Fuller 1888

Colonel Charles W. Fuller was born in New York City and educated in the public schools. He attended college there until he answered a call for more Union troops to fight in the Civil War. He helped suppress the New York draft riots of 1863 and another severe riot in New York that occurred in 1871.

A lawyer by profession, Colonel Fuller moved to Bayonne in 1872. His interest in education led to his election to the Bayonne Board of Education. The Legislature elected him as a trustee of the State Normal School and as a member of the State Board of Education.

He was elected to the Legislature in 1887. He was considered to be a leading member of the Republican Party and frequently participated in political campaigns as a speaker for his party.



Edwin Osborn Chapman 1885-1888 and 1888-1889

Edwin Osborn Chapman was born in Waterford, Connecticut. At the age of 17, he graduated from the Connecticut State Normal College and began his career as a teacher in New London, Connecticut. He moved to New York City, where he taught briefly before relocating to New Jersey, where he was principal of the High School of Hudson County.

He served at the beginning of the Civil War in the Second Connecticut Infantry and rose to the rank of Colonel in the Union Veteran Army. Chapman was the first superintendent of schools of Jersey City, but was legislated out of office in 1871 by a new city charter.

He left education to pursue a career as an editor and literary writer, although he remained involved in education as a board member and board president of the Jersey City Board of Education.

He served as a member of the State Assembly for three years and in 1885 was appointed State Superintendent of Instruction by the State Board of Education. In 1888, Charles W. Fuller, who served for one year, succeeded him. At that point, the power of appointment was conferred on the Governor and Senate in 1889, and Chapman was appointed for a three-year term.

Ellis A. Apgar
1866-1885

Ellis A. Apgar was born in Peapack and was educated in his local school. He graduated from the New Jersey State Normal School and after a brief stint of teaching, he was admitted to Rutgers College from which he graduated 1866. While still a student at Rutgers, he was appointed professor of mathematics in the State Normal School.

When the State Board of Education was created in 1866, it appointed the 30-year-old Apgar State Superintendent of Instruction. During his 19 years in office, supervision of schools was transferred from town superintendents to county superintendents. He also successfully lobbied for legislation, which made the schools free by the levy of an annual state tax.

Caleb M. Harrison
1864-1866

Caleb M. Harrison was born in West Caldwell, where he attended the public schools. He also studied at a private school in Montclair and later graduated from New Jersey State Normal School. From there, he graduated from Rutgers College.

He began his career in education as a teacher in Paterson. Later, he became principal of the schools in Plainfield. He left Plainfield for a similar position in New Brunswick, which he held until he became State Superintendent of Schools.

As State Superintendent, Harrison drafted and promoted legislation that established the State Board of Education. He also advocated laws to systemize the public schools.

He was principal of Newark Academy and for a few years gave private instruction in New York. His interest in agriculture led to development

of specialized crop fertilizers and for most of the 1870s, he operated a successful linen trade.

He was instrumental in the construction of Caldwell High School and was the first president of the Caldwell Board of Education. In 1880, he was appointed superintendent of the Newark City Home, a reformatory institution located in Verona.

Frederick William Ricord 1860-1864

Frederick William Ricord was born on the Island of Guadalupe where his parents were staying during their travels. They lived first in New York City and then briefly in Woodbridge, New Jersey before settling in Weston, New York. He was educated locally and at the age of 14, he enrolled in Geneva College. From there, he went to Rutgers College and later studied law.

His career in education began with teaching assignments in Newark. In 1849 he became librarian of the Newark Library Association and continued in that office for 20 years. While in this position he was elected to the first Board of Education in Newark and he remained a board member there for 16 years. He was secretary of the board for six years, and president for three years.

He was appointed State Superintendent of Public Schools, a position he held for four years. As state superintendent, he popularized the “normal school,” which was the name given to teacher training institutions. He established a temporary teachers’ institute that moved from county to county each year. After serving as State Superintendent, he was elected Sheriff of Essex County. He was elected Mayor of Newark in 1869 and re-elected in 1871. He left office and accepted a judgeship of the Court of Common Pleas, Essex County.

Ricord was an accomplished writer of literature, including several pamphlets and monographs, and he wrote on the topics of local history and biography for many publications.

Dr. John H. Phillips
1852-1860

Dr. John H. Phillips was born in Hopewell Township and spent nearly his entire life in Mercer County. He was trained as a physician, having received his degree in medicine from the University of Pennsylvania.

After beginning his practice briefly in Taylorsville, Pennsylvania, he soon moved to Pennington, where he lived for many years. At the outbreak of the Civil War he was appointed surgeon of volunteers and assigned to the Army of the Cumberland.

Although he never stopped practicing as a physician, Dr. Phillips was responsible for major reforms in New Jersey education during his nine years of service. In 1853, he was responsible for calling together the first of two major statewide conferences on education. The first conference, presided over by Gov. George F. Fort, affirmed the state's commitment to a system of free public schools, well-trained teachers, and state supervision led by a full-time superintendent.

The second meeting, in 1854, reinforced the goals set in the first conference and started a tradition of annual conventions sponsored by the New Jersey State Teachers' Association.

Theodore Frederick King
1846-1852

Theodore Frederick King was New Jersey's first State Superintendent of Instruction. The position was created by what was known as the Great Common School Law, enacted in 1846. The law followed many years of debate on whether schools should be the sole province of religious and private sponsors.

King was born in New York City. He graduated from Columbia College and from the Bellevue Medical College. After he married, he lived in New Rochelle, New York and then Brooklyn, before moving to Perth Amboy in 1843.

When he first became state superintendent, he served without pay and his jurisdiction was limited to the public schools in Essex and Passaic counties. The demands of the office soon convinced the

Legislature to pay the state superintendent \$500 annually “for drawing reports, postage, traveling, and other incidental expenses incurred in the discharge of the duties of his office.” Before long, King’s authority over the public schools was extended to the entire state.

Under his tenure, the Legislature passed several laws to strengthen the financial resources and administrative efficiency of the schools.

King returned to New York (Brooklyn) in 1854 where he lived until his death in 1868.

Information used to compile this section was derived from the New Jersey Legislative Manual, a report called History of Education in New Jersey, written by David Murray in 1899, and a book, Education in New Jersey, 1630-1871, written by Nelson R. Burr and published by Princeton University Press. In addition, relevant notes were reviewed from past meetings of the New Jersey Historical Society.

The Department of Education

The Department of Education carries out duties prescribed by state law, the State Board of Education and the Commissioner. The department administers state and federal aid programs affecting more than 1.3 million students in the public and nonpublic schools. The department is responsible for ensuring that local schools comply with state and federal laws and regulations.

The department employs 1,081 persons and oversees an operating budget of \$50.6 million (FY 01). During the 2000-01 budget year, the department disbursed \$6.6 billion for state aid to education and administered \$553.2 million in federal funds to schools.

The mission of the department is as follows:

The primary mission of the Department of Education is to create the opportunity for all learners to demonstrate high levels of achievement through attainment of the Core Curriculum Content Standards. The department will be a catalyst for improvement in districts whose pupils are not achieving the Core Curriculum Content Standards and will work with these districts to achieve educational improvements. For districts whose pupils are achieving the Core Curriculum Content Standards, the department will foster a system of education which facilitates continued success through flexibility, innovation and competition. The department will assist school districts in providing a safe and drug-free learning environment in all schools. Department staff will demonstrate professional conduct that reflects high integrity and respect for the diversity of all people, and the department will model this conduct with all local school employees.

The Department of Education's key statutory responsibilities include administering state education law as prescribed in Title 18A of New Jersey Statutes Annotated and state education regulations in Title 6 and 6A of the New Jersey Administrative Code. The department serves as the State Education Agency (SEA), provides assistance to and monitors activities of local school districts, regulates teacher education programs and licenses teachers and other educators. It also sets standards for school improvement and administers statewide assessments to measure student achievement.

The Department of Education is organized to fulfill New Jersey's educational goals as established by the State Board of Education. The educational goals are as follows:

- All children in New Jersey start school ready to learn.
- The high school graduation rate be at least 90 percent statewide.
- New Jersey pupils leave grades four, eight, and 11 having demonstrated competency in challenging subject matter including reading, writing, mathematics, science and social studies (civics, history, and geography), health, physical education, and fine, practical and performing arts.
- All pupils learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- All pupils increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.
- Every adult be literate and possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
- Every school in New Jersey be free of drugs and violence and offer a safe, disciplined environment conducive to learning.

The department has established a *Strategic Plan for Systemic Improvement of Education in New Jersey* to carry out activities designed to achieve the state's goals. To accomplish its mission, the department has been organized into the following divisions:

OFFICE OF THE COMMISSIONER

■ CHIEF OF STAFF

The Chief of Staff is a special advisor to the Commissioner who also oversees the work of the offices of the State Board, State Board Appeals, and Controversies and Disputes

■ OFFICE OF THE STATE BOARD

The office serves as a liaison between the Commissioner and the State Board of Education and between the state board and the public. It provides support services to the state board by coordinating the board's meetings and public testimony sessions. It also coordinates the board's special projects and committees.

■ STATE BOARD APPEALS OFFICE

The office assists the State Board of Education in fulfilling its responsibility to decide controversies arising under education law and regulations. The office processes appeals from determinations made by the Commissioner, the State Board of Examiners, and the School Ethics Commission.

■ OFFICE OF CONTROVERSIES AND DISPUTES

The office assists the Commissioner in fulfilling his / her responsibility to decide controversies arising from education law and regulations. The office examines petitions of appeal filed by parties alleging violations of school law, tenure charges brought by local school boards against school employees, and penalties recommended by the School Ethics Commission for violations of the School Ethics Act.

■ SPECIAL ASSISTANT FOR EXTERNAL AFFAIRS

This special assistant is responsible for creating and disseminating public information, media relations, correspondence and governmental relations. Under this position are the offices of Public Information, Government Relations and Strategic Initiatives, and Federal Education Policy.

OFFICE OF COMPLIANCE

This office is responsible for all investigations and the internal audit function of the department, as well as criminal background checks of applicants for positions within New Jersey's schools and ethics violations.

DIVISION OF ACADEMIC PROGRAMS AND STANDARDS

This division is responsible for curriculum standards, the statewide assessment system, identification of innovative programs, school-to-work programs, and professional development. The division consists of the following: Office of Standards and Professional Development; Office of Innovative Programs and Practices; Office of School-to-Career and College Initiatives; Office of Licensing and Credentials; and Office of Assessment.

OFFICE OF STANDARDS AND PROFESSIONAL DEVELOPMENT

The office is responsible for the implementation and periodic revision of New Jersey's Core Curriculum Content Standards. Materials designed to assist districts in meeting the standards are developed and disseminated through this office. In addition, the office provides extensive training and technical assistance via regional conferences, training sessions, and direct assistance. The office includes content specialists for each of the seven content areas and content workplace readiness, a media literacy specialist, the director of the New Jersey School of the Arts and staff, the program specialists for the Eisenhower professional development (Title II) grants for K-12 and higher education. There is close articulation between this office and the Office of Assessment.

The state's policy for ongoing professional development of educators statewide is coordinated through this office. It sponsors the Professional Teaching Standards Board, a body comprising teachers, school administrators, school board members, and members of the public. It also coordinates the provider system, a web-based system where professional development providers can be listed for schools to use as a directory. There is a staff person who coordinates the national teacher certification program for New Jersey from this office.

To provide an additional medium for teachers to obtain professional

development, NJPEP (New Jersey's Professional Education Port) was established to provide professional development "anytime, anywhere." A major goal of this site is to support teachers and the entire educational community in the understanding and implementation of the Core Curriculum Content Standards and their related statewide assessments at the fourth, eighth and eleventh grades.

■ OFFICE OF INNOVATIVE PROGRAMS & PRACTICES

The office identifies, recognizes and showcases innovative programs and practices that are working in New Jersey's public schools. It maintains a web-based Innovation Network of programs and practices that promote high student achievement. The office administers a number of recognition programs including Best Practices / Star Schools, Blue Ribbon Schools of Excellence, the Christa McAuliffe Fellowship, county and state Teacher of the Year, and the Presidential Awards for Excellence in Math and Science, as well as several scholarship programs and the Advanced Placement Incentives Program. The office also administers the Teacher Recruitment Initiative.

■ OFFICE OF SCHOOL-TO-CAREER & COLLEGE INITIATIVES

The office is responsible for the statewide administration of the adult education and family literacy programs, the state apprenticeship program, the GED program, private vocational schools, Tech Prep programs and vocational-technical education. Program assistance for secondary, adult and postsecondary education is provided by funding through the Adult Education and Family Literacy Act and the Carl D. Perkins Vocational and Technical Education Act. The office is also responsible for those aspects of the Core Curriculum Content Standards that prepare all students for ultimate entry into the workforce.

■ OFFICE OF LICENSING & CREDENTIALS

The office is responsible for the review of relevant materials and coordination of assessments required for licensing of public school teaching staff. The office also processes the issuance of certificates for more than 100,000 existing educational practitioners, as well as those who aspire to enter education in New Jersey. This office operates a variety of

residency training programs for teachers, administrators, and other educational personnel. It oversees the approval of New Jersey college / university professional education programs and also administers the alternate route to teacher certification.

OFFICE OF ASSESSMENT

The office is responsible for administering the statewide testing system, which includes the High School Proficiency Assessment (HSPA), the Grade Eight Proficiency Assessment (GEPA), and the Elementary School Proficiency Assessment (ESPA). It also provides technical assistance to schools on analyzing and interpreting test results.

DIVISION OF EARLY CHILDHOOD EDUCATION

This division provides technical support and oversight to school districts receiving Early Childhood Program Aid (ECPA). The division is responsible for developing, administering and implementing early childhood education and related Whole School Reform initiatives through coordination of policy, program development and evaluation for early childhood education in accordance with the state's mandate. In addition, the division collaborates with other state departments and state and national experts on early childhood education; organizes and facilitates the delivery of professional development; and develops evaluation data to track the progress and implementation of early childhood programs.

DIVISION OF FIELD SERVICES

The division includes the 21 county offices of education and the three regional coordinating county superintendent offices. It also includes the Office of Program Review and Improvement and the Office of State-Operated School Districts.

COUNTY AND REGIONAL SERVICES

The county superintendents are the Commissioner's liaisons with school districts. They are responsible for a variety of areas, including: review and approval of district budgets; monitoring to ensure the provision

of a thorough and efficient system of education; and interpreting educational law, code and policy to school districts, boards of education, and parents. The three coordinating county superintendents supervise and evaluate the county offices of education and the training center in their region. They help the Assistant Commissioner for Field Services develop policies and procedures for the division.

■ OFFICE OF PROGRAM REVIEW AND IMPROVEMENT

The office oversees three Program Improvement Regional Centers where School Review and Improvement (SRI) teams are housed. It directs, trains and assigns SRI teams to districts and schools. Through its field staff, OPRI assists districts in matters pertaining to the Whole School Reform (WSR) urban education initiative. In addition, the office assists districts that receive Early Childhood Program Aid and Demonstrably Effective Program Aid. OPRI collaborates closely with the Office of Fiscal Review Improvement as well as with other divisions and offices within the department in areas related to the WSR initiative and student achievement of the Core Curriculum Content Standards. The focus of their work is to ensure accountability and improvement of student achievement in the 30 Abbott districts. The office reviews literature and collaborates with state and national experts on school improvement; organizes and facilitates professional development services for the Department of Education; and develops evaluation data to track the progress of Abbott districts and schools.

■ OFFICE OF STATE-OPERATED SCHOOL DISTRICTS

This office is responsible for coordinating and supporting department policy making for the state-operated school districts including strategic planning and personnel oversight, and for implementing initiatives designed to promote innovation in the state-operated school districts.

DIVISION OF INFORMATION AND MANAGEMENT SERVICES

The division consists of the following offices: Office of Administration; Office of Educational Technology; Office of Information Technology; Office of Grants Management and Development; and the Office of Charter Schools. In addition, the division oversees all activities in the federal Goals 2000 pro-

gram as well as the Interdistrict Public School Choice Program. The interdistrict public school choice unit is responsible for implementation of the pilot Interdistrict Public School Choice Program (school choice program). This includes development, administration, evaluation and refinement of the school choice program.

■ OFFICE OF ADMINISTRATION

The office provides general administrative support services to the entire Department of Education in the areas of human resources management, affirmative action / equal employment opportunity, labor relations, budget, accounting and purchasing, facilities operations and management services. It plans, executes, monitors and evaluates the administrative and fiscal affairs of the department.

■ OFFICE OF INFORMATION TECHNOLOGY

The office develops and maintains the department's systems for collecting and analyzing information for decision-making and for collecting information from school districts to satisfy state and federal reporting requirements. It also develops and maintains the department's office technology systems to assure that all staff members have the technology resources that will enable them to perform their functions effectively and efficiently.

■ OFFICE OF EDUCATIONAL TECHNOLOGY

The office oversees all of the department's educational technology initiatives in support of the Strategic Plan to assure that school districts have the necessary technology resources to enable all students to achieve the Core Curriculum Content Standards.

■ OFFICE OF GRANTS MANAGEMENT AND DEVELOPMENT

The office establishes, improves and maintains systems to plan for, acquire, award and manage subgrant funds in a fair and equitable manner consistent with the New Jersey Department of Education's Strategic Plan and priorities. It supports the successful implementation of education initiatives that enhance the educational experience of children and adult learners, and that promote statewide educational excellence.

OFFICE OF CHARTER SCHOOLS

The office oversees the implementation of the Charter School Program Act of 1995 and the operations of the state's charter schools. Staff provide regulatory oversight and technical assistance to prospective and operating schools as appropriate.

DIVISION OF STUDENT SERVICES

The division is organized to meet the department's goal to support school improvement efforts, create a safe learning environment for students, address issues related to student behavior, and to serve students enrolled in special education and / or bilingual / English-as-a-second-language classes. The division consists of the following: Office of Educational Support Services; Office of Special Education Programs; Office of Specialized Populations; Office of Bilingual Education and Equity Issues; and Office of Title I Program Accountability and Planning.

OFFICE OF EDUCATIONAL SUPPORT SERVICES

The office provides policy direction, program planning, program development and evaluation for the department in a variety of programs for students in all grades, especially at-risk populations in need of supportive services. These include but are not limited to: substance abuse, violence and HIV/AIDS prevention, school health, nonpublic schools, character education and dropout prevention. The office maintains strong collaborative partnerships with the departments of Health and Senior Services, Human Services, Law and Public Safety, and Corrections. It also oversees the Even Start Family Literacy program.

OFFICE OF SPECIAL EDUCATION PROGRAMS

The office implements state and federal laws and regulations governing special education to ensure that pupils with disabilities in New Jersey receive full educational opportunities. It provides statewide leadership through the development of policy and implementation documents and assistance to school districts and parents. It helps develop services to the disabled community. The office also monitors special education programs operated under state authority, provides mediation services to par-

ents and school districts, processes hearings with the Office of Administrative Law, and conducts complaint investigations requested by the public. In addition, the office funds four learning resource centers that provide schools and parents with a variety of services.

OFFICE OF SPECIALIZED POPULATIONS

The office is responsible for the oversight and administration of various federal and state programs targeted to populations with unique needs. These include programs for homeless children; migrant education programs; programs in institutions serving neglected or delinquent children; and children in state facilities or in the juvenile justice system. It oversees regional day schools for the handicapped and the Marie H. Katzenbach School for the Deaf. The office administers federal and state programs in these areas through the preparation of guidelines, distribution of notices of grant opportunities, and provision of technical assistance to local and state education agencies. These services are coordinated with other offices in the department, the county offices of education, the Department of Human Services, the Juvenile Justice Commission, the Department of Corrections and the Katzenbach School.

MARIE H. KATZENBACH SCHOOL FOR THE DEAF

The school provides educational and vocational services to deaf and multiply disabled deaf and hard-of-hearing children from birth through twelfth grade. Residential services are provided to about half of the school's student population on weekdays. Special programs to broaden the population served by the school include preschool-aged deaf, adult deaf, emotionally disturbed and deaf-blind students.

OFFICE OF TITLE I PROGRAM ACCOUNTABILITY AND PLANNING

The office oversees the administration of federal Title I programs which provide supplemental funds to school districts to boost student achievement. These programs include: Title I (Part A), Comprehensive School Reform (CSR) and Title I School Improvement Accountability programs. Among the office's responsibilities are: distribution of Title I and CSR grant funds; development of program guid-

ance and the collection and dissemination of program data. This includes the compilation of the School Report Card, as well as the preparation of other reports on request of public agencies. Technical assistance to funded districts is also a key service provided by the office; the focus of these services is to help low-performing schools improve student performance. The office also works collaboratively with other offices in the department to assure all federal Title I requirements are met, including Title I standards and assessment requirements.

OFFICE OF BILINGUAL EDUCATION AND EQUITY ISSUES

The office leads and directs local education agencies (LEAs) in carrying out state and federal mandates that address equity issues for all students. The office develops policy for planning and administering programs designed to serve diverse student populations, including limited English proficient (LEP) students, minority populations and immigrants. The office also coordinates the development of programs and training opportunities for females and males in nontraditional employment and careers. Among the primary functions of the office are administering federal program grants; providing technical assistance to school districts; reporting on demographic changes and trends; developing training and monitoring guidelines; identifying materials and resources appropriate for career training; bilingual education; Holocaust and genocide education; desegregation; diversity; and harmony. The office collaborates with professional organizations, community agencies, institutions of higher education and advisory committees to advocate for equal educational opportunity and access for all students.

OFFICE OF COMMUNITY SERVICES

The Governor, as the authority responsible for administering the National and Community Services Trust Act, has designated the Department of Education to host programs and services provided under the act. Overseen by a Governor-appointed Commission on National and Community Service, these activities include administration of programs that are designed to assist certain populations throughout the state.

DIVISION OF FINANCE

The division oversees the office of Fiscal Standards and Efficiency, Office of School Finance, Office of Fiscal Policy and Planning, and Office of Fiscal Review and Improvement.

OFFICE OF FISCAL STANDARDS AND EFFICIENCY

The office develops and implements approved charter school financial regulations to assure their fiscal viability, and enhance current data collection and payment systems. The office also provides annual financial reports and publications to meet the needs of federal and state reporting guidelines, and to facilitate increased accountability of all K-12 systems. The office also ensures public access to school district expenditure and revenue data. The office establishes, maintains and implements regulations related to public school tuition certification. The office administers the process that results in calculations of all per pupil expenditure reports. In addition, the office provides technical assistance on fiscal aspects of the New Jersey Regional Day Schools and provides fiscal support for the development, administration and management of programs designed to implement the recommendations of the Property Tax Commission.

OFFICE OF SCHOOL FINANCE

The office administers the state aid system for schools in accordance with applicable statutes. It collects and validates the necessary data and then calculates, disburses and accounts for the various state aid programs pursuant to the Comprehensive Educational Improvement and Financing Act of 1996, state aid for services to nonpublic school pupils, state aid pursuant to the State Facilities Education Act and other statutory aid programs. The office also conducts research and performs state aid simulations relative to future school finance trends, prepares the biennial Report on the Cost of Providing a Thorough and Efficient Education, studies and develops the District Factor Grouping report, analyzes proposed legislation, prepares fiscal notes assessing the fiscal impact of legislative initiatives, and responds to a variety of constituents about state aid and the formula used to calculate that aid.

■ OFFICE OF FISCAL POLICY AND PLANNING

The office is responsible for the development and maintenance of fiscal policy for New Jersey's public school districts. The office is also responsible for all finance-related policy development, legislative analysis and planning, including development and maintenance of state regulations. The office administers the annual school budget process and the defeated school budget process. The office also administers the annual single audit program for public schools and oversees the department's compliance with the U.S. Single Audit Act. The office also directs federal grant audits and administers finances for private schools for the disabled.

■ OFFICE OF FISCAL REVIEW AND IMPROVEMENT

The office is responsible for field-based activities involved in implementing the May 1998 New Jersey Supreme Court decision in the *Abbott v. Burke* case. Budget examiners from the office participate on School Review and Improvement teams and provide technical assistance and training on zero-based/school-based budgeting and other finance and business issues. The office reviews annual budget submissions and makes recommendations for reallocation and/or additional state funding. It also completes fiscal review and improvement reports, conducts the Comprehensive Operational and Performance Audits (COPAs) and performs state aid audits for all districts.

DIVISION OF FACILITIES AND TRANSPORTATION

The division is responsible for the Office of Student Transportation and the Office of School Facilities Financing.

■ OFFICE OF STUDENT TRANSPORTATION

The office monitors, analyzes and evaluates local district transportation systems and keeps records in order to increase the safety, cost-effectiveness, and accountability of transportation operations. The office also:

- develops training programs and provides assistance to local boards of education to promote safety and to efficiently administer transportation services;

- administers the reimbursement program for the purchase and installation of school bus crossing control arms by local boards of education and school bus contractors;
- trains county and local district personnel to administer transportation services
- collects and validates data necessary to calculate state aid for pupil transportation;
- conducts studies to identify operational trends, efficiencies and abuses for use in determining the cost coefficients used in calculating state aid for pupil transportation;
- provides guidance and oversight in the consolidation of public and nonpublic transportation services among districts and other agencies; and
- develops and administers transportation contracts.

OFFICE OF SCHOOL FACILITIES FINANCING

The office is responsible for developing and maintaining the educational adequacy and efficiency standards for school facilities financing and approving educational specifications and schematic plans for school construction and renovations. The office manages the development and approval of the five-year facilities management plans for the 30 Abbott districts, guides the development of five-year facilities plans for all schools, and administers all school facilities regulations. In addition, it reviews lease-purchase financing for school facility acquisition and construction to assure efficiency and compliance with law and regulation.



Published by:
New Jersey Department of Education
PO Box 500
Trenton, New Jersey 08625